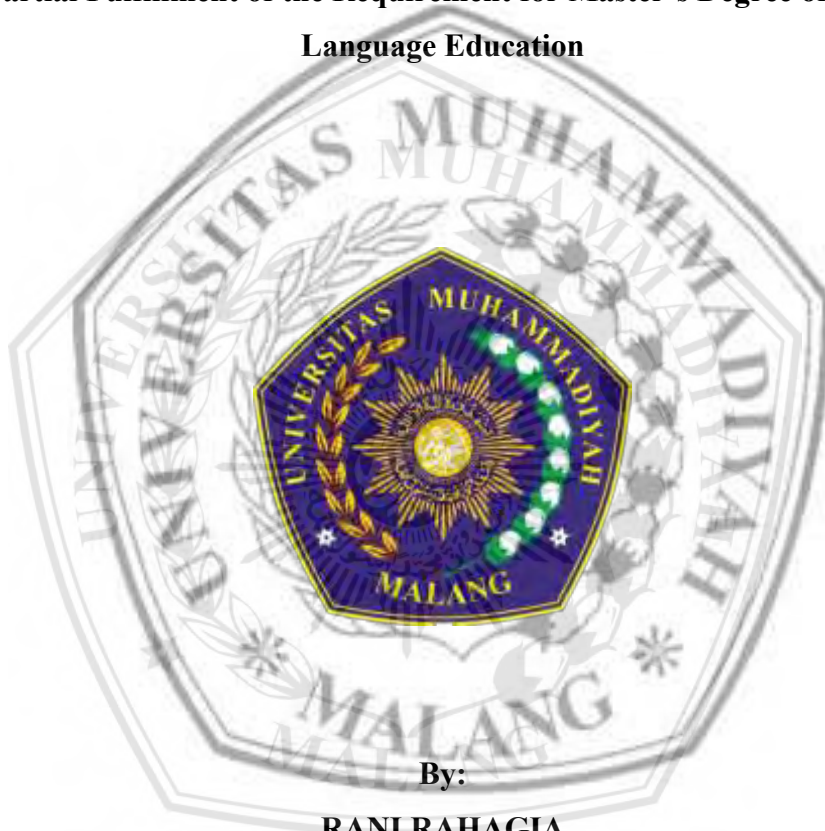


**USING RECIPROCAL TEACHING STRATEGY IN IMPROVING  
STUDENTS' READING COMPREHENSION IN TENTH GRADE AT  
SMAN 1 BENDUNGAN TRENGGALEK**

**THESIS**

**In Partial Fulfillment of the Requirement for Master's Degree of English  
Language Education**



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**2019**

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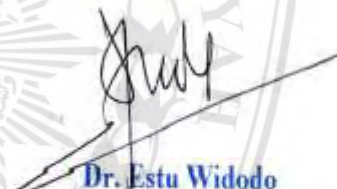
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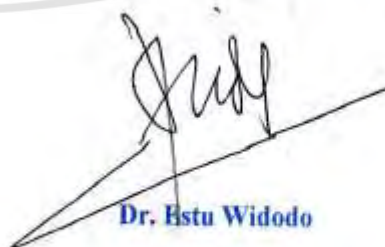
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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **USING RECIPROCAL TEACHING STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION IN TENTH GRADE AT SMAN 1 BENDUNGAN TRENGGALEK** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 29 October 2019

The Writer,



**RANI RAHAGIA**

## **MOTTO AND DEDICATION**

**'HOPE IS A DREAM,  
YOU SHOULD GRAB IT TIGHT  
UNTIL YOU CAN REACH IT'  
YO DREAM, LET'S GIVE THE  
BEST AND NEVER GIVE UP!!!**

**I DEDICATE THIS THESIS FOR MY  
BELOVED FAMILY**

**MY PARENTS BIMA BARATA AND  
ANIK SUSILOWATI, MY DEAREST  
SISTER RASI RAHAGIA, AND ALL  
OF MY FAMILY**

**THANK YOU SO MUCH FOR  
ALWAYS SUPPORTING ME UNTIL I  
FINISHED MY THESIS**

**LOVE YOU**



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The researcher would like to present her special thanks and gratitude to her beloved family, for my father, my mother and also my sister. They always support her to finish this thesis. Thanks a lot for my dearest friends, Sukma Widya Sasmi Sabbu, Rika Wahyuningtyas, Ammanaturohmah, Yuwanda Anggik Rukmana Sari, Chandra Giat Prabowo, Fajar Wirawan, Ari Rahmad Wijaya, Eka Hermawan Syah, and Irhas Siswahyudi who always be her best friends, big motivator and great supporter to finish her postgraduate program and become her beloved classmates, thank you for the most unforgettable moment and see you again next time. May Allah SWT give his blessing to all of you and reward with the goodness and guide to the right path. Aamiin ya Robbal Alamiin.

Malang, October 2019

The Researcher

**Rani Rahagia**

# USING RECIPROCAL TEACHING STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION IN TENTH GRADE AT SMAN 1 BENDUNGAN TRENGGALEK

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## ABSTRACT

This study was conducted to know whether or not the use of reciprocal teaching strategy can improve students' reading comprehension in the tenth grade at SMAN 1 Bendungan Trenggalek. This research used a quasi-experimental as the research design with the experimental and control group. Besides, pre-test and post-test were used as instruments to collecting the data and as a tools to measure the improvement of students' reading comprehension after applying reciprocal teaching strategy in the experimental group. Based on the result of the normality test and Wilcoxon test, it was observed that the result of the pre-test showed that both groups had the mean scores which were relatively different.

The mean score of the experimental group was 60.16 in the pre-test and 75.20 in the post-test while the control group was 55.68 in the pre-test and 66.24 after doing the post-test. Therefore, the mean score of experimental group is higher than the mean score of the control group. It indicates that the significance value was  $0.000 < 0.05$  so there was enough evidence to reject the null hypothesis and it can be concluded the alternative hypothesis is there was a significant improvement of students' reading skills in using reciprocal teaching strategy in the tenth grade at SMAN 1 Bendungan Trenggalek.

**Keywords:** *Reciprocal Teaching Strategy, Reading Skill, Reading Comprehension.*

# **PENGUNAAN STRATEGI PENGAJARAN RESIPROKAL DALAM MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS SEPULUH DI SMAN 1 BENDUNGAN TRENGGALEK**

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## **ABSTRAK**

Penelitian ini dilaksanakan untuk mengetahui apakah penggunaan strategi pengajaran resiprokal dapat meningkatkan pemahaman membaca siswa kelas sepuluh di SMAN 1 Bendungan Trenggalek atau tidak. Penelitian ini menggunakan desain kuasi-eksperimental sebagai metode penelitian dengan kelompok eksperimen dan kelompok kontrol. Selain itu, pre-test dan post-test digunakan sebagai instrumen untuk mengumpulkan data dan sebagai alat untuk mengukur peningkatan pemahaman membaca siswa setelah menerapkan strategi resiprokal dalam kelompok eksperimen. Berdasarkan hasil uji normalitas dan tes Wilcoxon, diamati bahwa hasil pre-test menunjukkan bahwa kedua kelompok memiliki skor rata-rata yang relatif berbeda.

Nilai rata-rata kelas eksperimen adalah 60,16 pada pre-test dan 75,20 pada post-test sedangkan kelompok kontrol adalah 55,68 pada pre-test dan 66,24 setelah melakukan post-test. Oleh karena itu, skor rata-rata kelompok eksperimen lebih tinggi daripada skor rata-rata kelompok kontrol. Hal ini menunjukkan bahwa nilai signifikansi adalah  $0,000 < 0,05$  sehingga ada cukup bukti untuk menolak hipotesis nol dan dapat disimpulkan hipotesis alternatifnya adalah adanya peningkatan yang signifikan dari keterampilan membaca siswa dalam menggunakan strategi pengajaran resiprokal untuk siswa kelas sepuluh di SMAN 1 Bendungan Trenggalek.

**Kata Kunci:** *Strategi Pengajaran Resiprokal, Keterampilan Membaca, Pemahaman Membaca*



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## **INTRODUCTION**

### **Background of the Study**

English is a language universally used to communicate among people around the globe since English has been one of the international languages. As in language teaching, four skills including listening, speaking, reading, and writing need to be mastered by the students, these skills should also be taught in teaching and learning English.

As of the reading skill, Grabe and Stoller (2011) stated this is an interactive process in two ways. Initially, the varied processes required in reading are performed simultaneously, it means that at the time readers are recognizing words very rapidly and keeping their memories active, they are additionally assessing the grammatical structures of the sentences to mastermind the most sensible meaning in the clausal-level, constructing a model of the main idea for comprehending text, and monitoring appreciation. Besides, the interaction between the linguistic information provided in the text and the background knowledge of the reader makes the reading process more interesting and meaningful. McNamara (2007) states that reading is believed to be a huge accomplishment if readers have thought about the arrangement of levels and segments waiting to be mastered. For instance, it takes such endeavors to read a simple story as the sentences comprise of graphemes, morphemes, and phonemes. Essentially, Plaut (2009) guaranteed that reading is accepted to be an exceptionally intricate activity. An excessive number of procedures are engaged with reading for meaning. It includes the quick coordination of visual, phonological, semantic, and linguistic procedures.

Moreover, Ghazo (2015) said that, indeed, a significant number of them have issues in understanding reading texts because of their lack of vocabulary, syntactic knowledge, and general information. These issues occur because of poor techniques utilized by the educator for teaching reading and additionally to the utilization of exhausting teaching materials which cannot propel the students or make them keen on reading comprehension. There are numerous students have an absence of reading comprehension, the students experience issues to comprehend the content. The understudies experienced difficulties in reading comprehension.

The issues showed up when the teacher was reading the text, the students just tuned in and rehashed the teacher's reading however they could not comprehend what was the information in the reading content that has been recited by the teacher. After wrap up the content, the teacher requested that the students interpret the text, merely a couple of students conducted the task. During reading activity in the teaching and learning processes, students regularly did not focus, were occupied with their activity, conversed with their friends and bothered their companions. This bothered the teaching-learning activity even though couple of students completed their task well. At the point when the students translated the text, only a few students went to the teacher and asked the troublesome parts, such as the new vocabulary or the words that they were not capable of translating. They have restricted vocabulary and background information.

Based on the researcher preliminary observation in the first grade of SMAN 1 Bendungan Trenggalek, some problems were found when the teacher taught reading comprehension in the classroom. Initially, the students always made mistakes in grammar and pronunciation when they were reading the story. Besides, the students also did not pay attention when the teacher explained the reading materials because they were not keen on reading the book. Secondly, the students were lack of motivation in reading especially if the book was written in English because they were afraid of making mistakes while reading. Thirdly, the teacher just ask the students to study many vocabularies and do the task in LKS without explanation first, so that is why the ability of the students in English still minimum. Lastly, the environmental factors and family background of having lived in the rural areas also affected the ability to comprehend the reading text as they rarely learned English especially in the school itself.

Related to the mentioned problems, the researcher is willing to give an alternative solution for teaching reading by the use of reciprocal teaching strategy. Reciprocal teaching strategies assist teachers in teaching reading effectively. These strategies can be employed to all kinds of texts, but are mostly effective with informational ones. Reciprocal teaching strategies are a kind of the teaching reading strategies which can help the students to solve their problems. These strategies provide the students with four-stage assistance, including predicting,



questioning, clarifying and summarizing (Ozckus, 2013). Moreover Ahmadi & Gilakjani (2012) believe that reciprocal teaching is one type of instructional strategies directly teaching the students implementing meta-cognitive thinking while they synthesize meaning from a text. It is a procedure of interactive reading comprehension, wherein readers cooperate with the text because their related knowledge is enacted. Besides, readers build meaning of the text by depending on related knowledge to parallel, differentiate or attest what the writer proposed in the content. Reciprocal teaching strategies enable a teacher to demonstrate and give the students adequate practice on the four primary strategies (predicting, questioning, clarifying and summarizing) to build the meaning from a text. Foster and Rotoloni (2005) expressed that one of the difficulties of reciprocal teaching strategies is that it was presented for students of sufficient decoders, but they are poor in reading comprehension and are not able build the meaning and recognize a text subsequent to reading a passage; along these lines, it would not be effective for students with poor interpreting skills.

According to Ahmadi & Hairul (2012), reciprocal teaching strategy is a kind of instructional strategy which is directly teaches the students to apply the critical thinking. It is a process of reading comprehension as an interactive one, in which readers interact with the text as their prior knowledge. Reciprocal teaching strategy allows the teacher to become a role model and give the students enough practice on those four main strategies (predicting, questioning, clarifying and summarizing) to construct the meaning of a text.

A previous study about reciprocal teaching strategy was conducted by Clark (2003) wherein fifteen students of mixed abilities were involved, and was aimed at analyzing the effect of the Reciprocal Teaching model use on the reading comprehension and investigating the development of the reading comprehension skills of the students. The study results indicate that hefty 90% of the participants claimed get advantages by using the model and chose to use such a model as their preference compared to the traditional method. Additionally, about two-fifth of the students reported that the Reciprocal Teaching model had significantly assisted them improve their understanding in reading the text. It was concluded that Reciprocal Teaching model is one method which is possible to be

implemented by the students in group discussions to guide them in organizing the ideas they build and reflecting them in their understanding.

Ratanakul (1998) conducted a comparative study to look at the contrasts between reciprocal teaching and the translation technique in Thailand. This study involved sixty Nursing students who studied English as a foreign language at Mahidol University. The participants were classified into two groups: controlled and experimental groups. The control group was taught using the translation technique, while the experimental group was exposed to the reciprocal teaching strategy. The researcher likewise utilized the pre-test and the post-test steps with the end goal of analysis. The findings of this specific investigation uncover higher scores found among the experimental group's outcomes contrasted with the marks of the control group. In addition, the frame of mind towards the reciprocal teaching model was reported to be more positive compared to the attitude towards the translation technique utilized by the control group. The findings of the above investigations show the effectiveness and the positive effects of the reciprocal teaching model on the accomplishment level in reading comprehension among L1 (first language speakers) and L2 (second language speakers) groups and at different ages.

Navaie (2018) conducted a study to investigate the effectiveness of Reciprocal Teaching Procedure on reading comprehension among intermediate EFL learners of Iran. Using non-randomized design, two intact groups were chosen as one control and one experimental groups. Applying independent t-test, the pre-test scores between the two groups did not show any significant difference. After given different treatments of RTP for the experimental group and conventional method for control group in teaching reading comprehension, the results indicated that reciprocal teaching can improve reading comprehension of the subjects in the experimental group.

On the other hand, a study conducted by Rasli, Ting and Mikeng (2015) showed a different result. They examined the effect of reciprocal teaching on struggling readers' comprehension of a narrative text. The specific aspects studied were the students' suggestions to remake the ending of the narrative text based on preceding events; their guided recall of details making up the gist of the narrative; and their unguided recall of the gist of the narrative. The reciprocal teaching strategy was used to teach a literary text to 14 Malaysian struggling readers of

English. The results showed that in the first lesson these students could not yet make links between the events of the story to suggest an alternative resolution of the narrative. Subsequently, their responses in the guided recall task showed that the four groups were able to supply the information making up gist of the story. However, the final unguided recall task showed that two groups usually provided their evaluation of their story and could remember only disparate details in the orientation of the story but could not recall major events. The findings suggest that a major challenge of implementing the reciprocal teaching strategy is guiding groups to share the task of monitoring their own comprehension through questioning, clarifying, summarizing and predicting.

Besides, when the texts are literary, the problem of struggling readers is compounded because the decoding of meaning takes place not at a literal level, but an inferential level. Learners with poor command of the language have difficulty not just in decoding the words in each line, but also reading in between and beyond the lines. Ghazali et al., (2009) found that Malaysian students are usually not very successful in decoding the literary texts on both surface and figurative terrains.

In spite of the fact that there have been a number of studies in the literature in regards to the utilization of reciprocal teaching strategy in teaching reading comprehension in Indonesia, only a couple of analysts have straightforwardly compared the improvement of reciprocal strategy particularly with respect to teaching reading comprehension in senior secondary school level on the grounds that a large portion of them led the examination only in junior high level. Therefore, in this study, the researcher conducted the research in senior high school level as the research subject and also used the different strategy to taught reading comprehension combining to the reciprocal teaching strategy. For control group the researcher used scanning and skimming method while the other researchers used the traditional method, translation technique, and conventional method. In addition, the majority of them utilized non-randomized design as their analysis technique. and employ a quasi-experimental as the research methodology to know the improvement of students' reading comprehension after utilizing reciprocal teaching strategy for the tenth grade students at SMAN 1 Bendungan Trenggalek.

### **The Research Problem**

Based on the explanation above, the research problem are stated as follows:

1. Does the use of reciprocal strategy improve students' reading comprehension for tenth grade students of SMAN 1 Bendungan Trenggalek?

### **The Hypothesis**

**Ho:** There is no significant improvement in using reciprocal teaching strategy towards tenth grade students of SMAN 1 Bendungan Trenggalek in teaching reading comprehension.

**Hi:** There is a significant improvement in using reciprocal teaching strategy towards tenth grade students of SMAN 1 Bendungan Trenggalek in teaching reading comprehension.

## **LITERATURE REVIEW**

### **Reciprocal Teaching Strategy**

Reciprocal teaching refers to a dialogic instructional approach based on evidence (Meyer, 2010) which was first introduced by Palinscar & Brown (1984) to encourage students reading comprehension which help them in the context of a collaborative learner community to be active leaders in small group reading discussions. It consists of teaching explicitly and guided-practice of four reading strategies before the activities of reading, questioning, (Rosenshine and Mester, 1993) and incorporating the four strategies collaboratively in a dialogue between the teachers and students (Klingner, Vaughn, & Boardman, 2007), to internalize the text. In short, reciprocal teaching strategy is defined as the practice of providing explicit teaching of cognitive strategies and applying them in reciprocal teaching dialogue.

As stated by Klinger, Vaughn, and Boardman (2007), the reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. Foster and Rotoloni (2008) also define reciprocal teaching as a teaching method that gives students model and prompts students thinking process on how to share their learning experience. In addition, Brown in Klinger, Vaughn, and Boardman (2007) says

that reciprocal teaching is based on the Vygotsky's theory of ZPD (Zone of Proximal Development) which focuses on improving students' skills and knowledge with guidance which is provided through interactions in the class.

Based on those definitions, reciprocal teaching is a technique of teaching reading comprehension which enables learners to share their experiences and ideas which are relevant with their thinking about the text they just read. The four comprehension strategies, which traditionally comprise reciprocal teaching strategy, include predicting, clarifying, questioning, and summarizing. The students implement these strategies when they are discussing the text with the teacher or their classmates (Rosenshine and Meister, 1993; Klingner, Vaughn, & Boardman, 2007).

Reciprocal teaching is an instructional procedure which can be utilized increase the students' skill in comprehending the texts through the process of scaffolded rules consisting of four comprehension-fostering and comprehension-monitoring methods (Palinscar & Brown, 1984), which include 1) generating own questions, 2) summarizing parts of the text, 3) clarifying word meaning and confusing text paragraphs, and 4) predicting what may appear next in the text (Spore, Brustein, and Kieschke, 2009).

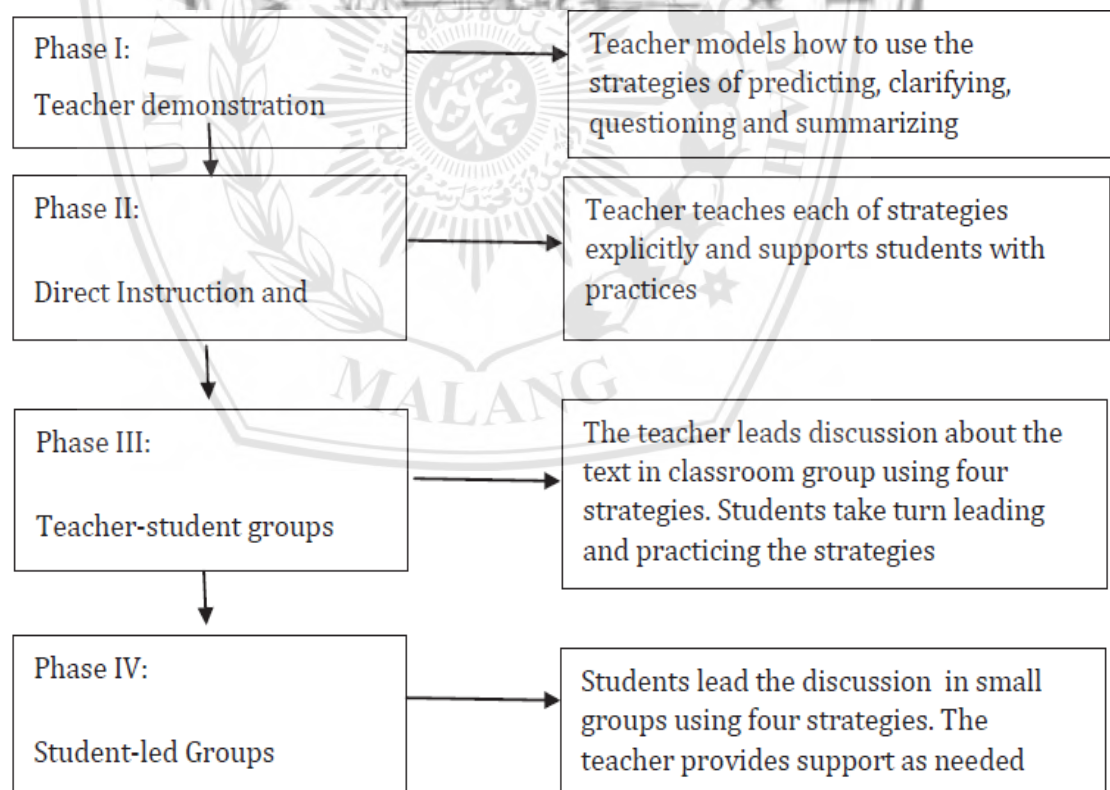
Oczkus (2003) claimed that reciprocal teaching is not quite the same as other strategies on the grounds that the procedures utilized may not be fixed, being adaptable relying upon the text and the readers. In this way, the lecturer ought to consider the material to be exposed prior to utilizing a specific strategy. He likewise expresses that Reciprocal Teaching can be utilized in an assortment of classroom settings to upgrade students' reading comprehension, for example, entire class sessions, guided reading, and writing circle. Herrel and Jordan (2008) stated that Reciprocal Teaching is a reading procedure wherein students alternate in anticipating, summarizing, explaining, and questioning until all parts of the text have been read and discuss in a small group. It supports learning in a few different ways and urges students to self-monitor for comprehension.

Stricklin (2011) said that the reciprocal teaching strategy is a procedure that legitimately instructs students to utilize meta-cognitive thinking when at the same time building meaning from a text. This instructional strategy enables an



educator to display and give the students enough practice to build the meaning of a content by making an expectation, creating questions, explaining and outlining), moreover, this action is utilized before, during and after reading. The teacher can utilize this procedure in all class, a guided reading to improve a more profound comprehension of the content. The reciprocal teaching strategy is one of the reading guidance techniques which include the essential reading procedures: predicting, generating questions, clarifying, and summarizing. It enables students to improve their reading understanding, and along these lines become better readers. The aim of reciprocal teaching is to utilize discussion to improve students' reading comprehension, create self-regulatory and monitoring abilities, and accomplish an overall improvement in motivation (Mohammed and Abbas, 2012).

### The Phase of Reciprocal Teaching Strategy



Adapted from Palinscar and Brown (1984), Hartman, (1994), Klingner, Vaughen & Boardman, (2007).

### **Phase 1 : Teacher Demonstration**

Teacher demonstration or in another term is also referred as teacher presentation is teacher activity of performing the strategies such as predicting, clarifying, questioning and summarizing. Its purpose is to provide students a "big picture" of utilizing the four strategies (Rosenshine and Meister, 1993; Klingner, Vaughn & Boardman, 2007). The measure of help including the session given relies upon the need of the students because they require more practices of the utilization of those four reading methodologies in the following stages.

### **Phase II: Direct Instruction and Guided Practice**

This second step is according to the assumption “cognitive apprenticeship” which refers the teacher as the expert of practice and students as the apprentice (Seymour & Osana, 2007). At this stage, the teacher teaches each strategy in depth starting from prediction, clarification, and questions to summarizing. The teacher explains explicitly how to apply the four reading strategies and supports the students with encouragement and reminders when they practice the strategies (Klingner, Vaughn & Boardman, 2007). This stage is carried out to ensure that all students have clear information about implementing the four strategies that they can implement and are involved in the next stage in the form of dialogue or text discussion. After doing explicit-instruction, the students learn and practice applying the four reading strategies by having more practice-guided exercises on each of them. Following that, they are helped and guided by the teacher to use the four reading strategies with encouragement and feedback.

### **Phase III: Teacher-student Groups**

In this stage, the teacher leads a discussion related to the text in the classroom, encouraging the students to utilize the four strategies and keep on supporting them by providing feedback as needed (Hartman, 1997; Klingner, Vaughn & Boardman, 2007). The teacher in step by step reduces his/her help because the students have become more capable. When some students have become more capable, they can help to lead the class discussion in internalizing the text utilizing four reading strategies. The scaffold strategy is expected to assist the students to establish their understanding by using four reading strategies (Oczkus, 2003).

#### **Phase IV: Student-led Groups**

In this stage, the students take part one after another leading text discussions in small groups and promoting their group members to implement the four strategies. During the discussion, students provide feedback about the strategies applied each other. The teacher checks from one group to another in order to observe the progress and provide guidance as needed. Interaction between students and teacher facilitation is aimed to create supportive learning environment that helps them establish their self-esteem in sharing and exchanging their ideas (Tomlison, 2009).

At the final stage of each phase, the teacher and the students summarize what they have learned during the session and the teacher provides feedback. This activity aims to clarify the unclear comprehension of the four reading strategies and of the idea in the text (Blachowicz & Ogle, 2008).

#### **The Implementation of Reciprocal Teaching Strategy**

Klingner (2007) and Palinscar and Brown (1984) state that the ways of the implementation of reciprocal teaching strategy in reading comprehension are as follows:

- a. Predicting consists of discovering key words in the structure and content of a section, which may suggest what is going to occur next. Predicting enacts background knowledge and encourages the students to go on reading the section to determine whether their prediction is correct.
- b. Questioning is constructing questions related to the important information, rather than dealing with unimportant details, from the content. Question generation enables the readers to self-assess their comprehension of the text and guides them to identify what necessary ideas are found in the story.
- c. Clarifying includes distinguish when there are disturbances in understanding and take steps to restore meaning. Clarification ensures that the passage will make sense to the reader.
- d. Summarizing is a sentence or two statements that provide the most essential ideas contained in paragraphs or sections of text. The summary must only contain the most important ideas and must not include details that are not important. The summary must be in the student's own words.

### **The Advantages of using Reciprocal Teaching Strategy**

Conducting the research using reciprocal strategy in teaching reading comprehension also has the strengths and weaknesses for both the teacher and the students. Sahab (2014) states that there are some benefits regarding the use of reciprocal strategies in teaching reading comprehension, such as:

1. The reciprocal teaching strategy can guide the students to increase their reading ability and understand the reading text easier.
2. The reciprocal teaching strategy can encourage the students to be involved and take part in the group discussion of the text.
3. The use of reciprocal teaching strategy motivates the students to boost their interest in reading.
4. The reciprocal teaching strategy helps the students to improve their English ability.

Some other reasons of using reciprocal teaching to improve reading performance are prescribed as follows. The reciprocal teaching can help learners to read comprehensibly. Based on Palincsar and Brown (1984), the reciprocal teaching method can be the main factor of success as it consists of extensive modelling of the kind of comprehension fostering and comprehension-monitoring practices and urges the learners to respond the text. Every step of the reciprocal teaching strategy brings the learners to read comprehensibly.

Besides, Biggs *et al.* in Cooper and Greive (2009) also stated several reasons behind the use of reciprocal teaching. It is believed that the reciprocal teaching strategy makes the fundamental of essential reading comprehension seen by all learners. Thus, all learners are able to employ the effective reading comprehension including predicting, clarifying, questioning, and summarizing. Reciprocal teaching is also adaptable to use in different situations. It can be used in many situations and purposes of reading. Moreover, young and adult learners also can practise the reading strategies and the activity of reciprocal teaching. Furthermore, the social nature of reciprocal teaching process makes the reciprocal teaching enjoyable and age-appropriate. It is also mentioned that the reciprocal teaching strategy provides fun group discussion that enables learners to enjoy learning due to the feeling of free and safe.

### **The Disadvantages of using Reciprocal Teaching Strategy**

The use of reciprocal teaching strategy in teaching reading comprehension does not only bring the benefits, but it can also present the disadvantages for the teacher and the students. There are some disadvantages of the reciprocal teaching strategy:

1. Because reciprocal teaching procedures consist of four strategies including predicting, clarifying, questioning, and summarizing, it can cause confusion for the students to complete assignments especially for those who are not interested in learning English.
2. There are excessive activities just in understanding a text or even a paragraph; and there is a problem in capturing a summary of each paragraph presented by other groups.

Although reciprocal teaching is an effective way to enhance comprehension, engage students in their learning and apply various strategies, researcher found some limitation. The first problem was the period in which reciprocal teaching was taught. It was suggested that reciprocal teaching occur for a longer time, perhaps an entire school (Todd and Tracey, 2006). In some cases, teachers spent too much time talking and not enough time managing the activities or allowing the transfer of roles from the teacher to student instruction (Todd and Tracey, 2006). When the transfer from teacher to student instruction was made, there were too many long pauses in between where the teacher should have stepped in to model strategies (Todd and Tracey, 2006). This caused confusion for students participating in the group.

Moreover, many studies in reciprocal teaching strategy only focused on small number of subject. The results of such research have been significant to improve reading comprehension ability of small number of students. However, the danger of small sample sizes is to over-infer from the results. Small sample sizes are subject to strong influences from outlier results and are not necessarily representative of larger populations. This indicates that there may be other factors which influence the students performance after the post-tests (McAllum, 2014).

Another possible weakness of the reciprocal teaching research is its relevance to whole-classroom instruction. Most of the reported research involves low teacher/pupil ratios. The initial Palincsar and Brown (1984) study reported



ratios of 2 to 1, and Westera (2002) reported staffing ratios of 1 to 6. It has to be asked whether low teacher/pupil ratios or reciprocal teaching processes had the greater influence on results. Then there is the question of whether reciprocal teaching could be managed in a whole-class situation without other adult support.

Finally, it must also be noted that reciprocal teaching is a „co-constructive approach“ to teaching and learning and may not align well with an individual teacher's practice. Not all teachers are comfortable as facilitators of learning rather than directors of learning.

### **Reading Skill**

Reading is an activity of decoding and interpreting the language of written or print text to get the meaning. Reading is the process of receiving and interpreting information encoded in language via the medium of print. On the other hand, Berardo (2006) claims that reading has different meaning in each individual. For some people, reading is recognizing written words, but others see it as an opportunity to teach their pronunciation and to practice speaking.

Reading, which is referred to as constructing and compiling meaning in related literature, is evaluated as an effective process involving the stages of pre-reading, during-reading and after reading steps. Thus, effective readers must be able to use reading comprehension skills at the stage specified to arrange meaning (Akyol, 2006; Daly 2005). Reading is a complex activity involving various skills. The readers' ability to comprehend and store in mind what they read relies upon a large extent of their ability to implement these skills in their reading activity (Mikulecky & Jeffries, 2007). Johnson (2008) argues that reading is the act of exercising the use of a text to build meaning. The two keywords are creating and meaning. If there is no meaning being created, there is no reading taking place.

Reading has several purposes which may bring either positive or negative outcomes. The reader's purpose plays an essential part in determining the type of reading they do. The readers establish their purposes by thinking and by asking question about what they plan to read. This study divides motivations to read according to Grellet (1981: 4), Lester and Allice Crow (2001: 53), and Nuttal (1982: 23). Based on Grellet (1981: 4), reading aims are classified into reading for

pleasure and reading for information. Meanwhile Lester and Allice Crow (2001: 53) classified two general purposes of reading including leisure-time reading and more serious reading. On the otherhand, Nuttal (1982: 23) defines two types of reading ativities, intensive and extensive reading.

Intensive reading or reading for information is defined as reading to study for a goal such as to obtain factual information and solve problems Lester and Crow (1976). Using this approach means reading shorter texts to extract specific information (Nuttal, 1982). This activity focuses more on the accuracy activity which involves reading for detail ideas. In this reading, the scanning process takes a more prominent part than the skimming activity. Readers try to obtain all the provided information, for example: Reading dosage instruction for medicine intake (Nuttal, 1982).

On the other hand, extensive reading is reading activity for enjoyment which can be varied in based on personal preference such as reading favorite sport magazines, comics, articles, and movie program reviews (Lester and Crow, 1976). This reading habit is seen as a hobby which makes the reader knowledgeable. This reading motivation can bring satisfaction to the readers and positive results.

Thus, reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that readers have known.

### **Reading Comprehension**

Reading comprehension is a result of three essential factors: (1) considering text, (2) appropriateness of reader knowledge and text content, and (3) active strategies used by readers to increase understanding and retention, and to avoid comprehension failure (Palincsar and Brown, 1984).

Comprehension will be enhanced as long as the texts are prescribed well, which is, they pursue an easy-to-understand structure and style, syntax, clearness of presentation, and coherence achieves an adequate level. Such texts are called reader friendly or considerate (Anderson & Armbruster, 1982).

Comprehension is also affected by the level of overlap between the reader's initial knowledge and the contents of the text. Studies that show the effect of schematic constructive processes in comprehending texts are numerous (Anderson, 1978; Mandler, 1983; Stein and Trabasso, 1982).

According to Phantharakphong and Pothitha (2014), reading comprehension is defined as the ability to comprehend information provided in the written form. While this process usually requires understanding textbook assignments, reading comprehension skills can also influence reader's interpretation of examinations, homework, and completion of job applications or questionnaires. Many students still possess problems with their reading comprehension as they cannot understand the written material accurately. Al Emami (2009) states that reading comprehension is a complex duty which relies on a lot of different automatic and strategic cognitive processes. She also adds that fluency in reading, the ability to read quickly and proper expression are important skills for understanding.

Avrianti (2015) stated that reading comprehension is an active step to build meaning from a written text when reading that connects the prior knowledge with new knowledge. When the students read the text, they utilize their previous background knowledge and thinking to understand the text. According to Grabe (2009), reading comprehension is the interaction between the reader and the text. Efficient reading is accomplished when prior knowledge interacts with new information properly. By reading different kinds of texts, readers must be able to adapt their own schemes to the text content and construct pieces of information that are compatible with their own experiences. The reader is very understanding beyond the basic meaning of the text. A writer cannot control text predictions by readers. Different reader attitudes towards text can have a stronger effect on him than the writer's true intentions.

### **The Process of Reading Comprehension**

Because reading is the process of decoding the text, and then receiving information. It seems that reading involves more than one process. The process of reading itself still involves other language processes such as listening and reading

(receptive processes), speaking and writing (productive processes), and thought processes (Johnson, 2008). These processes are the main processes that occur in reading. That happens when the reader reads the text, clarifies the text, and states the text's information.

According to Grabe (2009), the reading process includes fast processes, efficient processes, understanding processes, interactive processes, strategic processes, flexible processes, directed processes, evaluative processes, learning processes and linguistic processes. These processes occur during reading activities.

The process of reading comprehension which is based on the order of how the reader decodes the language is divided into three types of reading comprehension processes. The process of understanding reading that is practiced by readers is reading from the bottom up, from top to bottom and interactive (Goodman in Brown, 2001). In the bottom-up process, the reader must identify and decode text language features. By using this process the reader must know the letters, the form of words, and the discourse of words. The reader must be able to decode the text first to understand the text. In the top-down process, readers must use their background knowledge to understand about the text, for example readers see the title of the text later, and they relate it to their knowledge or intelligence to guess about what the text is. Meanwhile, in interactive reading the reader combines bottom-up processing and top-down processing. The reader not only identifies and decodes text language features but also uses their background knowledge and experience to understand the text.

The reading processes occur when the reader reads the text. Some readers don't notice that these processes occur when they read, but some of them do. Readers who know the theory of the reading process will realize that there are several processes that occur when they read.

### **Types of Reading Comprehension**

Activating background knowledge is important to do when readers want to comprehend a text. As stated in the previous that reading comprehension involves the process of integrating and relating the information of the text to readers“

background knowledge. Bos and Vaugh (2009) list three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. First is textually explicit. When readers read using this type, they are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply. Second is textual implicit. In this reading type, readers need to use their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text. The last is scriptually implicit. When readers read using this reading type, they must open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this situation readers should have a large knowledge that can help them to comprehend the text.

In addition, Brown (2001) writes two types of reading comprehension which is based on the reading performance. First is silent and oral reading. Readers read aloud when they are oral reading, whereas they silent reading when they read in their heart. Second is intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read use extensive reading when they are reading for pleasure.

## **RESEARCH METHOD**

### **Research Design**

According to Creswell (2012), research designs refer to the specific procedures which are involved in the research process including data collection, data analysis, and report writing. In other words, research design is defined as how the researchers arrange the circumstances for collecting the data, analyzing the data, and reporting the result of the research in the written form.

This study implements a quantitative research design utilizing computation and measurement methods employing operational variables and using statistics for analysis. According to Bungin (2010), quantitative approach focuses the analysis on the numerical data that are processed by the help of a statistical method. This study will explain the result of pre-test and post-test of



the control and experimental groups. Creswell (2012) states that quantitative research consists of the processes of collecting, analyzing, interpreting, and writing the results of a study. Meanwhile, qualitative research is the approach of data collection, analysis, and report writing which are different from the traditional, quantitative approaches.

Creswell (2008) says that an experiment is an activity to test an idea (or practice or procedure) to find out if it affects the outcome or the dependent variable. Brown and Rodgers (2002) state that an experiment is defined as a situation wherein a person observes the correlation between two variables intentionally producing changes in one and seeks to see if these changes produce differences in the other. In other words, an experiment is a measure to discover a causal relationship between two factors raised by the researcher with the aim of reducing or eliminating any distracting factors.

According to Millan and Schumacher (2006), the aim of quasi-experimental design is to find out the cause and impact between the independent and dependent variables. The general situation for applying a quasi-experimental study includes some classes or schools which can be involved to discover the effects of curricular materials or teaching methods.

In case of this research, the researcher decided to use quasi-experimental research design which consists of pre-test and post-test administered to the experimental and control groups. The experimental group was exposed to a treatment by using reciprocal teaching strategy for reading comprehension after doing pre-test while the control group was merely taught using scanning and skimming methods in reading comprehension. Moreover, the researcher decided to choose a quasi-experimental design because the participants were well organized in the classes in which randomized design was not possible to be employed. According to Creswell (2012), “quasi-experiments include assignment, but not a random assignment of participants to groups”. The aim of this study is to find out the students’ reading skill improvement after using reciprocal teaching strategy in reading comprehension for tenth grade students at SMAN 1 Bendungan Trenggalek.

## **Research Subjects**

This research was conducted at SMAN 1 Bendungan Trenggalek located on Jalan Raya Trenggalek – Bendungan Km 12 Trenggalek, East Java. The subjects of this research were senior high school students of the tenth grade at SMAN 1 Bendungan Trenggalek. This place was chosen as the observation research because this school is located on isolated place up on the hill and their still lack of resources, lack of motivation in learning English, and they rarely speak English outside the school except when they have an English subject in the classroom. Besides, the researcher wanted to find out how far the students' ability in reading comprehension there and this is also based on the teacher suggestion that most of the students in SMAN 1 Bendungan Trenggalek still lack on learning English especially in the reading comprehension. The population was the students of SMAN 1 Bendungan in academic years 2019-2020. There were three classes of the tenth grade consisting of class X IPA 1, X IPS 1 class X IPS 2. The total of populations were 75 students. This research took only two classes as experimental and control groups and each class consisted of 25 students. The total number of sample was 50 students. The first class was class X IPA 1 as the experimental group which was taught by using reciprocal strategy in reading comprehension while class X IPS 2 as the control group was taught by using scanning and skimming methods.

## **Research Instruments**

According to Creswell (2012), an instrument refers to a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that the researcher establishes or develops prior to conducting the experiments. In this study, the researcher used tests to collect the data. The instruments used to collect the data are:

### **1. Reading Test**

The kind of the tests was multiple choices. The tests were given twice as pre-test and post-test. There were 25 numbers of multiple choices with 5 reading texts. The test was taken from internet-based UAS for class X 2018. The aspects

of the test were related to finding the main idea and general information about the text.

## **2. Reciprocal Strategy Table**

This table was given to the students in order to know the students' improvement in reading comprehension by categorizing some points of the story and questions.

### **Data Collection Procedure**

The data were collected by using pre-test, treatment, and post-test. A pre-test was given to the students at the beginning of the research. Then, the post-test was given to the students at the end of the research. To collect the data, the researcher took several procedures as follows:

#### **1. Pre-test**

The pre-test was given to both experimental and control groups in the first meeting on **Monday 17<sup>th</sup> June 2019** for 45 minutes. The pre-test was given by the researcher in order to determine or measure the level of the students in reading comprehension. The material of pre-test for experimental and control groups was in the form of multiple choices which contained some questions which required the students to master the reading text to answer the questions. Then, the results of the pre-test were showed up after calculating the students' scores to identify their reading comprehension.

#### **2. Treatment**

##### **a. Experimental Group**

In the first meeting (**Monday, 17<sup>th</sup> June 2019**) the researcher explained about the reciprocal teaching strategy to the students. Before the researcher applied the reciprocal teaching strategy, previously she explained the material of a narrative text to the students. The researcher showed the generic structure, language features of the story and some difficult words to the students to make them understand when they were going to read the story later approximately in 45 minutes after doing pre-test.

In the second meeting (**Tuesday, 18<sup>th</sup> June 2019**) the researcher asked the students to make some groups, each of the groups consisted of 4-5 students. Then, the researcher gave them the text of a narrative story to read and a

reciprocal table sheet to write the parts of the story and made some questions related to the story. The first story was about '**Roro Jonggrang**'. The students discussed together making questions, clarifying the story, making prediction, and also summarizing the story. After that, the teacher gave feedback related to the student discussion in the reading comprehension.

In the third meeting (**Wednesday, 19<sup>th</sup> June 2019**) the researcher gave the students a different narrative story to enhance their reading comprehension. The second story was about '**The Legend of Tangkuban Perahu**'. The rule was similar to the first meeting. Each student was placed in a group and the groups discussed the story by reading and then applying it in a reciprocal strategy. If they found difficulties to translate or find the meaning of the vocabulary, they were allowed to open the dictionary or ask the teacher.

In the fourth meeting (**Thursday, 20<sup>th</sup> June 2019**) the researcher gave the students a different narrative story to enhance their reading comprehension. The third story was about '**The Golden Snail**' and they had to apply the reciprocal strategy in reading and comprehending the story.

In the fifth meeting (**Friday, 21<sup>st</sup> June 2019**) the researcher gave the students a different narrative story to enhance their reading comprehension. The last story was about '**Nyi Roro Kidul**' and they had to apply the reciprocal strategy in reading and comprehending the story.

#### **b. Control Group**

In the control group, the researcher gave similar materials to the students in the experimental group. The observation was conducted during the four meetings from 18<sup>th</sup> June 2019 to 21<sup>st</sup> June 2019. The teacher used a different strategy to the students. She applied a scanning and skimming method as the teaching strategy in the classroom. The researcher gave the materials about a narrative text.

#### **3. Post-test**

After all of the materials were taught, the researcher gave the post-test in the last meeting on **Saturday 22 June 2019** for 45 minutes in order to know whether or not the reciprocal teaching strategy enhanced the student reading comprehension and another 45 minutes is for reflection. The post-test was given

to both experimental and control groups. Moreover, the test that was used for the post-test was similar to that in the pre-test. The students had to be able to answer the questions which contained reading materials that they had learned after the instruments were given. After the post-test was given, the scores from the two groups were compared to determine their significant differences.

### Data Analysis

The researcher analyzed the data in the several steps:

1. Scoring the students' answer of pre-test and post-test. The total of the test was 25 items. Then, in scoring the test, the correct answer was multiplied by four point while the wrong answer was marked zero point.
2. Calculating the mean score using SPSS statistic.
3. Checking the normality of data of experimental and control group by using Wilcoxon test to know the significance differences before and after using the strategies.

## FINDINGS AND DISCUSSION

The finding were presented in this part consists of the result of observation data through test of reading in order to find out the use of reciprocal teaching strategy in improving students' reading comprehension at tenth grade in SMAN 1 Bendungan Trenggalek.

### Research Findings

#### Descriptive Analysis

The following tables are the results of descriptive analysis to find out minimum, maximum, mean, and standard deviation of pre-test and post-test in the control and experimental classes.

**Table 1. The difference score between experimental and control group**

		Minimum	Maximum	Mean	Std. Deviation
<b>Experimental Group</b>	<b>Pre-Test</b>	52.00	72.00	60.16	6.68
	<b>Post Test</b>	68.00	84.00	75.20	5.54
<b>Control Group</b>	<b>Pre-Test</b>	40.00	68.00	55.68	8.40

	<b>Post Test</b>	56.00	72.00	66.24	4.77
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The results presented in the table illustrate the minimum score of the reading comprehension ability in experimental group before using the reciprocal method was 52.00 while the maximum score was 72.00. Additionally, the average of the minimum scores of the reading comprehension ability before using the reciprocal method was 60.16 with a standard deviation of 6.68. This indicates that the scores of the reading comprehension ability before using the reciprocal method were at the average of  $60.16 \pm 6.68$ .

Meanwhile, the minimum score of the reading comprehension ability in experimental group after using the reciprocal method increased to 68.00 and the maximum score reached 84.00. Similarly, the average minimum score of the reading comprehension ability after using the reciprocal method rose to 75.20 with a standard deviation of 5.54. This indicates that the scores of the reading comprehension ability after using the reciprocal method were found to be at the average of  $75.20 \pm 5.54$ .

The results presented in the table illustrate that in the control class the minimum score of the reading comprehension ability before using the scanning and skimming methods was 40.00 and the maximum score was 68.00. The average of the minimum scores of the reading comprehension ability before using the scanning and skimming methods was 55.68 with a standard deviation of 8.40. This means that the scores of the reading comprehension ability before using the scanning and skimming methods were at the average of  $55.68 \pm 8.40$ .

On the other hand, there is an increase in the scores of the reading comprehension ability after the treatment using the scanning and skimming methods. The minimum score of the reading comprehension ability after using the scanning and skimming methods was 56.00 and the maximum score was 72.00. The average of the minimum scores of the reading comprehension ability after using the scanning and skimming method was 66.24 with a standard deviation of 4.77. This indicates that the scores of the reading comprehension ability after using the scanning and skimming methods were estimated that an average of  $66.24 \pm 4.77$ .

### **Tests of the Differences of the Reading Comprehension Scores Before and After The Use of the Reciprocal Teaching Strategy for Experimental Group**

#### **Normality Test**

Normality test aims to determine the normal difference in the scores of the reading comprehension before and after the use of the reciprocal teaching strategy. Normality test of the data is performed using Kolmogorov-Smirnov, with criteria if the probability value  $>$  level of significance ( $\alpha = 5\%$ ), then the difference in the scores of reading comprehension before and after the use of the reciprocal teaching strategy is normal. The results of normality tests of the difference of the reading comprehension scores before and after the use of the reciprocal teaching strategy are depicted in the following table:

**Table 2. Test of Normality data before and after using Reciprocal Teaching Strategy**

	Z Statistics	Significance
Difference of reading comprehension scores	0.202	0.010

Based on the table, it can be seen that the normality test of difference in the reading comprehension scores before and after the use of the reciprocal teaching strategy resulted in the *Kolmogorov-Smirnov* value of 0.202 with the significance value of 0.010. This indicates that based on the normality test the different scores of reading comprehension before and after the use of reciprocal teaching strategy are not normal.

#### **Hypothesis Test of Different Scores of Reading Comprehension Ability Before and After The Use of Reciprocal Teaching Strategy for Experimental Group**

The test of different scores of reading comprehension before and after the use of the reciprocal teaching strategy is performed utilizing Wilcoxon test with the following hypotheses:

H0 : There is no significant difference between the reading comprehension scores before and after the use of the reciprocal teaching strategy.

H1 : There is a significant difference between the reading comprehension scores before and after the use of the reciprocal teaching strategy.



The test criteria state that if the probability  $\leq$  level of significance ( $\alpha = 5\%$ ), so  $H_0$  is rejected. Thus, it can be stated that there is a significant difference between the reading comprehension scores before and after the use of the reciprocal teaching strategy. The results of the Wilcoxon test on the reading comprehension scores before and after the use of the reciprocal teaching strategy are illustrated in the following table:

**Table 3. The results of the Wilcoxon test on the reading comprehension scores before and after the use of the reciprocal teaching strategy**

	Mean	Z statistics	Significance
The scores of reading comprehension before the use of the reciprocal method	60.16	-4.421	0.000
The scores of reading comprehension after the use of the reciprocal method	75.20		

Based on the Wilcoxon test results, it can be seen that the Z statistics shows a value of -4.421 with the significance value of 0.000. This indicates that the probability  $<$  level of significance ( $\alpha=5\%$ ). Therefore, it can be stated that there is a significant difference between the reading comprehension scores before and after the use of reciprocal teaching strategy. According to the mean value, it can be concluded that the mean value of the reading comprehension scores after the use of the use of reciprocal teaching strategy is higher than the mean value of the reading comprehension scores before the use of reciprocal teaching strategy.

### **Statistical Tests of the Differences in the Reading Comprehension Ability Scores Before and After the Implementation of Scanning and Skimming Methods for Control Group**

#### **Normality Test**

Normality test aims to determine the normal difference in the scores of the reading comprehension before and after using the scanning and skimming methods. Normality test of the data is performed using Kolmogorov-Smirnov, with criteria if the probability value  $>$  level of significance ( $\alpha = 5\%$ ) then the difference in the scores of reading comprehension before and after using the scanning and skimming methods is normal. The results of normality tests of the difference of the reading comprehension scores before and after using the scanning and skimming methods are depicted in the following table.

**Table 4. Normality tests of the difference of the reading comprehension scores before and after using the scanning and skimming methods**

	Z Statistics	Significance
Difference of reading comprehension scores	0.211	0.005

According to the table, it can be seen that the normality test of difference in the reading comprehension scores before and after using the scanning and skimming methods resulted in the *Kolmogorov-Smirnov* value of 0.211 with the significance value of 0.005. This indicates that the normality value of the different scores of reading comprehension before and after scanning and skimming methods is not normal.

#### **Hypothesis Test of Different Scores of Reading Comprehension Ability Before and After The Use of Scanning and Skimming Methods for Control Group**

The test of different scores of reading comprehension before and after the use of scanning and skimming methods is performed utilizing Wilcoxon test with the following hypotheses:

H0 : There is no significant difference between the reading comprehension scores before and after the use of scanning and skimming methods.

H1 : There is a significant difference between the reading comprehension scores before and after the use of scanning and skimming methods.

The test criteria state that if the probability  $\leq$  level of significance ( $\alpha = 5\%$ ), so H0 is rejected. Thus, it can be stated that there is a significant difference between the reading comprehension scores before and after the use of scanning and skimming methods. The results of the Wilcoxon test on the reading comprehension scores before and after the use of scanning and skimming methods are illustrated in the following table:

**Table 5. The results of the Wilcoxon test on the reading comprehension scores before and after the use of scanning and skimming methods**

	Mean	Z statistics	Probability
The scores of reading comprehension before the use of scanning and skimming methods	55.68	-4.409	0.000
The scores of reading comprehension after the use of scanning and skimming methods	66.24		

Based on the Wilcoxon test results, it can be seen that the Z statistics shows a value of -4.409 with the significance value of 0.000. This indicates that the probability < level of significance ( $\alpha=5\%$ ). Therefore, it can be stated that there is a significant difference between the reading comprehension scores before and after the use of scanning and skimming methods. According to the mean value, it can be concluded that the mean value of the reading comprehension scores after the use of scanning and skimming methods is higher than the mean value of the reading comprehension scores before the use of scanning and skimming methods.

## Discussion

The result of the pre-test showed that both groups have the mean score which is relatively different. The experimental class was 60.16 in pre-test and 75.20 in the post-test while the control group was 55.68 in pre-test and 66.24 after doing the post-test. Therefore, the average score of the experimental group is higher than the average score of the control group. This indicates that after given the treatment of scanning and skimming method, the reading comprehension scores of the student's increases approximately just below 20%. On the other hand, the reading comprehension scores of the students after taught using the reciprocal teaching strategy rose as much as 25%. The differences between both groups are also significant because the probability value was  $0.000 < 0.05$ . Thus, the teaching reading using the reciprocal strategy can help to improve students' reading comprehension scores. This finding supports Sahab (2014) who stated that the reciprocal teaching strategy could guide the students to increase their reading ability and understand the reading text easier, thereby improving their English ability. On the whole, this study is also in line with the finding of Clark (2003) and Ratanakul (1998). Besides, it is also supported by the study of Navaie (2018) who said that reciprocal teaching strategy is more effective, meaningful and useful compared to the traditional strategy in teaching reading skills. Besides, Palinscar and Brown (1984) claimed that the reciprocal teaching strategy can increase student comprehension scores by more than doubles. Hou (2015) also reported that reciprocal teaching brings a substantial effect on enhancing students'

reading scores. Besides, these study results are consistent with the findings of Brown and Palincsar (1985) and Le Fevre (1996) in which they support the feasibility of employing reciprocal teaching to teach cognitive and metacognitive strategies for reading comprehension to less intelligent readers even before their fully decoding ability. Furthermore, Fung et al., (2003) even found out that on the standardized test, reciprocal teaching could increase both the comprehension and accuracy scores significantly. This shows a similar result to this study on the significant effect of reciprocal teaching strategy to improve students' reading performance. Reciprocal teaching strategy helps the teacher and the students increase the reading ability in comprehending narrative texts.

Some reasons underlying the success of this experiment of the reciprocal teaching strategy in improving students' reading comprehension scores are the accuracy of the strategy implementation and the support of the teacher. From the researcher experienced in the teaching and learning processes during the four meetings in SMAN 1 Bendungan Trenggalek conducted in the experiment class, the students worked in a group containing four people. Every student in the group played each own role in questioning, clarifying, summarizing and predicting. The students followed the instruction of the researcher to analyze the text in the group. From the observation, it can be concluded that the students apply reciprocal strategy processes well. Palincsar and Brown (1984) mentioned that reciprocal teaching could improve students' text comprehension skills using four-scaffold fostering and monitoring strategies including generating questions, summarizing parts of the text, clarifying word meanings and confusing text passages, and predicting the next idea in the text. It means that the students are responsible for mastery of their materials and they are capable of sharing and explaining their materials to the other students in their group. Meanwhile, to avoid the students' mistake in interpreting the meaning of the text, the teacher serves as a critical partner in learning and providing corrective feedback. Another thing why the reciprocal teaching strategy helps the students in increasing the reading ability in the narrative text is the students' active participation and willingness to learn and share. All group members made an active engagement with the text. They shared their understanding; talking about each section of the text and exploring the information of the text.

Based on the results of the data described in this study, the researcher explains that using reciprocal teaching strategy in teaching reading comprehension at SMAN 1 Bendungan Trenggalek showed the significant difference between the experimental and control group and it also can make improvement of students in reading skill.

However, this is in contrast with Rasli, Ting and Mikeng (2015) who found that during the final unguided recall task in the reciprocal teaching strategy, there were students who could remember only disparate details in the orientation of the story but could not recall major events. This indicates that the reciprocal teaching strategy still has a major challenge. Teachers should work more effectively in guiding groups to share the task of monitoring their comprehension through questioning, clarifying, summarizing and predicting.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

There are many students in senior high school especially in SMAN 1 Bendungan Trenggalek feels difficult to comprehend the reading text. They are not even enthusiastic about joining a reading activity in class. the students were lack of motivation in reading especially if the book was written in English because they were afraid of making mistakes while reading. That kind of problem is supposed to be the teachers' responsibility to help the students to arouse the students' interest in reading comprehension by making a strategy or method in a better way. Based on the researcher's experience of doing teaching practice in senior high school, the students need a new technique for comprehending the text better. The researcher tried to help the students in improving their reading comprehension achievement by applying reciprocal teaching strategies in reading skills. The researcher conducted the research in 6 meetings: 1 meeting for the pre-test, 4 meetings for the treatments, and 1 meeting for the post-test.

Based on the findings above it can be concluded that using reciprocal teaching strategy in teaching reading comprehension at SMAN 1 Bendungan Trenggalek shows the significant difference/ effect between experimental and control group. The reciprocal teaching strategy can improve the average reading

comprehension score significantly by as much as 25% with the probability value was  $0.000 < 0.05$ . It means that the students make an improvement after being taught using reciprocal teaching strategy in the reading skill.

### **Suggestions**

Based on the result of this research, the researcher would like to give some suggestions that hopefully will be as motivation and also contribution for the English teachers and further researcher.

#### **1. Suggestion for English Teachers**

The English teachers also should be more creative for using many kind of strategies in teaching English not only in reading skill but also the other skills. The teacher should consider on the situation of the class, such as a noisy class in order to manage the class well. The teacher also should consider the topic of the text that will influence students' motivation in reading. Therefore, the English teacher is suggested to apply this technique in teaching reading using various text types.

#### **2. Suggestion for Further Researchers**

The researcher recommends that further researcher try to apply reciprocal teaching strategy not only in reading narrative text, but also in other genre of text, for examples: recount text, descriptive text, report text, procedure text, and news item. Since this research was conducted for senior high school students, the researcher suggested other researchers who will conduct similar study to do it in a lower or higher level. This is to find out whether reciprocal teaching strategy is also suitable for every level of the students in all skills. On the other hand, the researcher also recommends the other researchers to constructing the reading test if it is in the form of multiple choice test, they should make it difficult or give the unpredictable answer for the distractor to make the students use their critical thinking to answer the questions.

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